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| EDUS 516 JANUARY 20 | GROUP CLASS ASSIGNMENT/POST ON WIKI |
| **ONGOING “KEY Terms” LISTING** | **CHAPTER 1** |
| **TERM** | EXPLANATION AND REFERENCE TO TECHNOLOGY INTEGRATION |
| Academic Content | What to teach? Content is enhanced by using the Internet, social networking sites, and databases presented through utilizing software, web-based tools, teacher-developed websites and programs, email and discussion boards. |
| Assessment (Define as to establish the difference between assessment and evaluation) | Assessment requires the gathering of evidence of student performance over a period of time to measure learning and understanding. Evidence of learning could take the form of dialogue, journals, written work, portfolios, tests along with many other learning tasks. One could look at assessment and evaluation as the journey (assessment) versus the snapshot (evaluation). |
| Evaluation | Evaluation focuses on grades and may reflect classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability. |
| Understanding by Design | Understanding by Design, or UbD, is an increasingly popular tool for educational planning focused on "teaching for understanding". The emphasis of UbD is on "backward design", the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction. |
| Essential /Focus questions | Essential questions are questions that probe a matter of considerable importance. The question requires movement beyond understanding and studying - some kind of action or resolve - pointing toward the settlement of a challenge, the making of a choice or the forming of a decision. The question cannot be answered by a quick and simple “yes” or “no” answer. The question probably endures, shifts and evolves with time and changing conditions - offering a moving target in some respects. The question may be unanswerable in the ultimate sense. The question may frustrate the researcher, may prove arid rather than fertile and may evade the quest for clarity and understanding. |
| Norm-referenced test | A norm-referenced test (NRT) is a type of test, assessment, or evaluation which yields an estimate of the position of the tested individual in a predefined population, with respect to the trait being measured. This estimate is derived from the analysis of test scores and possibly other relevant data from a sample drawn from the population. That is, this type of test identifies whether the test taker performed better or worse than other test takers, but not whether the test taker knows either more or less material than is necessary for a given purpose. |
| Criterion-referenced tests | In a criterion-referenced assessment, the score shows whether or not the test takers performed well or poorly on a given task, but not how that compares to other test takers; in an ipsative system, the test taker is compared to his previous performance. |
| Instructionally Supportive Assessment |  |
| Standards-Based Assessments |  |
| Performance Assessments |  |
| Instruments for assessing |  |

**Download the table and complete it as a group, based on the information in the text, from previous knowledge or other sources. Post it to your group Wiki. The table will be an ongoing assignment throughout the semester. For the remaining chapters, the group will decide what terms should be included based on priority and prior knowledge.**

**Group Members:**